

**A PERFORMANCE APPRAISAL SYSTEM FOR THE WHITE LAKE FIRE  
AUTHORITY**

**EXECUTIVE ANALYSIS OF FIRE SERVICE OPERATIONS IN EMERGENCY  
MANAGEMENT**

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## **ABSTRACT**

This research project analyzed the different types of performance appraisal systems, why they are necessary for an organization, the advantages and disadvantages that each system presents, and what information should be included in an employee performance appraisal. Currently the White Lake Fire Authority does not have an employee performance appraisal system in place. The problem is the White Lake Fire Authority does not have an objective method of informing employees relative to work performance. The purpose of this applied research project is to develop an employee performance appraisal system for the White Lake Fire Authority.

This research project employed action research. The following research questions were asked; (1) Why do employers use performance appraisals? (2) What types of performance appraisal systems are in use throughout the country? (3) What are the advantages and disadvantages of the performance appraisal systems? (4) What information should be included in an employee performance appraisal? The principle procedures employed were a literature review of fire service journals, magazines and textbooks. The literature was obtained from the National Fire Academy's Learning Resource Center (LRC), Emmitsburg, Maryland. Additional literature reviews were conducted at the White Lake Community Library in Whitehall, Michigan and the author's private library.

This project resulted in the creation of a proposed performance appraisal system that allows the command officers to evaluate the performance of their assigned firefighters, firefighter to officer feedback, as well as self-analysis. It also took into account the authority's organizational structure and the performance goals established at each level within the organization.

The recommendations resulting from this research included the implementation of an employee performance appraisal system as shown in Appendix A.

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## **INTRODUCTION**

Employee evaluations can be a very useful method of enhancing the overall performance of a fire department. Properly designed and administered, they will bring out the weak and strong points of most employees. This type of information can be used to design programs which will increase the employees' potential productivity and thus benefit the department as a whole. (Martin, 1989)

The problem is that the White Lake Fire Authority does not have an objective method of informing employees relative to work performance.

The purpose of this Applied Research Project is to develop an employee performance appraisal system for the White Lake Fire Authority. Action research methods were utilized to answer the following questions:

1. Why do employers use performance appraisals?
2. What types of performance appraisal systems are in use throughout the country?
3. What are the advantages and disadvantages of the performance appraisal systems?
4. What information should be included in an employee performance appraisal?

## **BACKGROUND AND SIGNIFIGANCE**

The White Lake Fire Authority is a combination department consisting of two full-time chief officers, twenty nine paid-on-call firefighters and one full-time civilian administrative assistant. The department is experiencing significant growth and within the past twelve months has hired thirteen additional firefighters. The department has also

been faced with the need to increase the number of command officers and has had to test and interview prospective personnel for the position of Lieutenant. In addition, in order to achieve active status all probationary firefighters must be formally reviewed after completing their required training and six month probationary period. Currently each prospective firefighter is reviewed with his/her Lieutenant and then a recommendation is made to the Chief. Currently, a written system is not in place for this review, and each Lieutenant uses whatever criteria he/she chooses. The command staff and members of the Authority Board agree that there should be an objective method to document overall job performance; this would aid not only in the promotional process but also in one's ability to know how their individual performance is viewed. Ideally, such a system will identify where improvements are needed.

This report is linked to the Executive Analysis of Fire Service Operations in Emergency Management Course Unit 4, "Community Risk Assessment." This unit emphasizes that departments must be prepared for whatever type of emergency their communities might face. It also stresses the fact that each department must ensure that their personnel are trained and capable of handling the emergencies that they will face. By conducting employee performance appraisals, the White Lake Fire Authority will be able to determine if its personnel are prepared to answer the emergencies that exist within their jurisdiction.

## **LITERATURE REVIEW**

### **Research Question 1. Why do employers use performance appraisals?**

One of the supervisor's most-important responsibilities is to accurately evaluate employee performance based on the standards of the organization. Next, he or she must

effectively communicate this evaluation to the employee. An annual performance review is a formal tool for meeting this responsibility. (Bogard, 2000)

Employees cost their political jurisdictions a lot of money. In most agencies “salaries and benefits” for full-time employees represents eighty five to ninety percent of the total budget. A healthy, happy, and motivated employee will be on the job more and will be more productive (effective). This translates into ultimately costing the agency less money in the long run in terms of liability and injury costs, (job related and non job related), forced early disability retirements, and involuntary terminations. The same thing holds true in a part-paid or paid-call department. (Gerspach, 1988)

This can be summarized in terms of a definitive statement of why we engage in the performance evaluation process in the first place. Let us recognize the two-fold reason for the evaluation as that which insures that the employee performing at the minimum accepted level and is also being encouraged to exceed minimum acceptable performance. The performance evaluation can be a healthy and powerful motivation tool. The entire purpose of employee performance evaluation is to maximize the effectiveness of the employee...another step in making your job easier. (Gerspach, 1988)

An effective employee appraisal system should provide for a continual process of assessment and evaluation of employee performance, skill level, and knowledge in order to accurately reflect the employee’s strengths and weaknesses and to provide the supervisor with data on which to base training and management objectives. In other words, a good appraisal system is an indication of managerial effectiveness. ( Billows, 1983)

Performance evaluations can be the most-difficult and least-popular part of the supervisor’s job. Yet the performance appraisal process is one of the most-important

responsibilities of being a supervisor. Every employee has the right to a frank, accurate reflection of his or her performance. (Bogard, 2000)

One of the most common uses of performance appraisals is for making administrative decisions relating to promotions, firings, layoffs, and merit pay increases. For example, the present job performance of an employee is often the most significant consideration for determining whether to promote the person. While successful performance in the present job does not necessarily mean that an employee will be an effective performer in a higher-level job, performance appraisals do provide some predictive information. (Byars and Rue, 1991)

The purpose of a performance evaluation is to take a personal inventory, to pinpoint strengths and weaknesses, and to review goals and objectives in order to identify areas that can be of benefit to both the employee and the company. It is not all that important that all parties agree to everything that is discussed. (Viola, 1999)

Performance evaluations represent a major element in the development of employees and the organizational culture. Performance evaluations provide managers with a tool for giving employees needed feedback. The feedback can then lead to greater organizational clarity and employee performance. (Cope, 1991)

Formal written evaluations establish, in writing, the goals and objectives that the job requires and that the employee needs to meet. It also reviews how well the team has worked towards accomplishing those benchmarks. (Laford, 1998)

An effective employee appraisal system should provide for a continual process of assessment and evaluation of employee performance, skill level, and knowledge in order to accurately reflect the employee's strengths and weaknesses and to provide the supervisor with data on which to base training and management objectives. For an individual employee, a



completed performance appraisal should include a plan outlining specific training and development needs. (Byars and Rue, 1991)

Another important use of performance appraisals is to encourage performance improvement. In this regard, performance appraisals are used as a means of communicating to employees how they are doing and suggesting needed changes in behavior, attitude, skill, or knowledge. (Byars and Rue, 1991)

Thurman (1998) states, in the fire service, the objectives of the employee appraisal are:

- To provide evaluation feedback to management and the firefighter on the latter's compliance with rules and with productivity expectations.
- To serve as a foundation for employee guidance and for needed areas of future professional development.
- To justify adjustments in compensation or position classification.
- To foster a management by objectives program.

Carter and Rausch (1994) identify the following basic functions of performance appraisal:

- To inform firefighters and lower-level officers how they are performing and that their managers are aware of that performance.
- To give officers a more factual way to look at performance so they will rely less on personal preferences and aspirations.
- To identify and allow correction of deficiencies in knowledge and skills.

Bogard (2000) summarizes it best as to why employers use performance appraisals systems: "the goal is to enhance employee performance."

Research Question 2. What types of performance appraisal systems are in use throughout the country?

Previous research has demonstrated that there are numerous types of appraisal systems in place throughout the country. Everything from small informal one-on-one evaluations that take place everyday to large scale evaluations that happen once a year. Byars and Rue (1991) list the following as the most common types of performance appraisal systems:

- Goal setting, or management by objectives (MBO)
- Work standards approach
- Essay appraisal
- Critical-incident appraisal
- Graphic rating scale
- Checklist
- Behaviorally anchored rating scale (BARS)
- Forced-choice rating
- Ranking methods

One study, conducted for the American Management Association (AMA), of 588 organizations belonging to AMA's human resources, finance, marketing, and information systems divisions explored the frequency of use of the various appraisal methods. The method most frequently mentioned was goal setting (used by 85.9 percent). This was followed by written essay statements (81.5 percent), description of critical incidents (79.4 percent), graphic rating scale (64.8 percent), weighted checklists (56.4 percent), and behaviorally anchored rating scales (35

percent). The least used were paired comparisons (16.3 percent), forced choices (22.8 percent), and forced distribution (26.4 percent). (Byars, Rue, 1991)

The goal-setting approach to performance appraisal, or management by objectives as it is more frequently called, is more commonly used with professional and managerial employees. Management by objectives consists of establishing clear and precisely defined statements of objectives for the work to be done by an employee; establishing an action plan indicating how these objectives are to be achieved; allowing the employee to implement this action plan; measuring objective achievement; taking corrective action, when necessary; and establishing new objectives for the future. (Byars and Rue, 1991)

The work standards approach to performance appraisals is most frequently used for production employees and is basically a form of goal setting for these employees. It involves setting a standard or expected level of output and then comparing each employee's performance to the standard. Generally speaking, work standards should reflect the normal output of a normal person. Work standards attempt to define a fair day's output. (Byars and Rue, 1991) The work standards approach is a measure of work performance-quality, quantity, or timeliness-against previously established standards. (Klinger and Nalbandian, 1985)

The essay appraisal method requires that the individual describe an individual's performance in written narrative form. (Byars and Rue, 1991) The essay appraisal system consists of written statements prepared by supervisors, employees, peers, or some combination of these. (Klinger and Nalbandian, 1986)

The statements vary in length and content and identify strengths, weaknesses, and the potential for development. (Coleman and Granito, 1988)

The critical incident appraisal method requires the evaluator to keep a written record of incidents as they occur, involving job behaviors that illustrate both satisfactory and unsatisfactory performance of the person being rated. The incidents, as they are recorded over time, provide a basis for evaluating performance and providing feedback to the employer. (Byars and Rue, 1991) In a critical incident-based system, the supervisor and employee identify incidents critical to successful job performance. (Klinger and Nalbandian, 1985)

With the graphic rating scale method, the rater assesses an individual on factors such as quantity of work, dependability, job knowledge, attendance, accuracy of work, and cooperativeness. Graphic rating scales include both numerical ranges and written descriptions. (Byars and Rue, 1991) The graphic rating scale, also called the chart method or report card ratings, are the most widely used. (Thurman, 1988) They consist of a set of statements or factors that call attention to certain traits such as initiative, cooperativeness, loyalty, appearance, and judgment. Adjectival or numeric scales are used to rate the employee according to such categories as unsatisfactory, below average, average, above average, and superior. Provision is usually made for written comments by the rater. (Coleman and Granito, 1988)

In the checklist method, the rater makes yes-or-no responses to a series of questions concerning the employee's behavior. The check list can have varying weights assigned to each question. (Byars and Rue, 1991)

The behaviorally anchored rating scale (BARS) method of performance appraisal is designed to assess behaviors required to successfully perform a job. The focus of BARS is not on performance outcomes but on functional behaviors demonstrated on the job. The assumption is that these functional behaviors will result in effective job performance. (Byars and Rue, 1991) BARS employ statements that are developed by job knowledge experts to describe incidents typical of successful job performance. Job analysis and statistical analysis are used to identify those kinds of behavior that distinguish effective from ineffective performance. (Klinger and Nalbandian, 1985) Coleman and Granito (1998) when discussing BARS explain that employees are rated on a numeric or adjectival scale to measure the frequency with which they engage in each kind of behavior.

In a forced-choice system, the rater completes a form, choosing from a set of statements the one that best describes an employees' behavior relative to successful job performance. (Klingner and Nalbandian, 1985) Many variations of the forced-choice rating method exist. However, the most common practice requires the evaluator to rank a set of statements describing how an employee carries out the duties and responsibilities of the job, the statements are normally weighted, and the weights are not generally known to the rater. After the rater ranks all of the forced-choice statements, the human resource department applies the weights and computes a score. (Byars and Rue, 1991)

When it becomes necessary to compare the performance of two or more individuals, ranking methods can be used. Three of the more commonly used ranking methods are alteration, paired comparison and forced distribution.

When the alteration ranking method is used, the names of the individuals who are to be rated are listed down the left side of a sheet of paper. The rater is then asked to choose the most valuable employee on the list, cross that name off the left-hand list, and put it at the top of the column on the right side of the paper. The appraiser is then asked to select the least valuable employee from the left-hand column and move it to the right-hand column. The rater then repeats this process for all of the names on the left-hand side of the paper. The resulting list of names in the right-hand column gives a ranking of the employees from the most to least valuable. (Byars and Rue, 1991)

The paired comparison ranking is best illustrated with an example. Suppose a rater is to evaluate six employees. The names of these individuals are listed on the left side of a sheet of paper. The evaluator then compares the first employee with the second employee on a chosen performance criterion, such as quantity of work. If he or she feels that the first employee has produced more work than the second employee, a check mark would be placed by the first employee's name. The first employee would then be compared to the third, fourth, fifth, and sixth employee on the same performance criterion. A check mark would be placed by the name of the employee who had produced the most work in each of these paired comparisons. The process is repeated until each worker is compared to every other worker on all the chosen performance criteria. The employee with the most check marks is considered to be the best performer. Likewise, the employee with the fewest check marks is the lowest performer. (Byars and Rue, 1991)

The forced distribution method requires the rater to compare performance of employees and place a certain percentage of employees at various performance

levels. It assumes that the performance level in a group of employees will be distributed according to a bell-shaped, or “normal” curve. The rater is required to rate 60 percent of the employees as meeting expectations, 20 percent as exceeding expectations, and 20 percent as not meeting expectations. (Byars and Rue, 1991)

Research Question # 3. What are the advantages and disadvantages of the performance appraisal systems?

Some departments call them job ratings; others may refer to them as “annual evals.” Regardless of the local nomenclature, properly evaluating the performance of an employee is not easy. Even when done correctly, it is a time-consuming and sometimes awkward task. This prompts many departments to degrade the evaluations process into a ticket-punching, hoop-jumping, obligatory paperwork exercise that is nothing short of meaningless. By bastardizing this very legitimate process, these departments rob themselves of a tremendous opportunity to help develop their people. (Neely, 2002)

No management tool is perfect, and certainly management by objective (MBO) is not appropriate for all employees or all organizations. Jobs with little or no flexibility are not compatible with MBO. The MBO process seems to be most useful with managerial personnel and employees who have a fairly wide range of flexibility and self-control over their jobs. When imposed on a rigid and autocratic management system, MBO may fail. (Mathis and Jackson, 1998)

Management by Objective is not a panacea. There are a number of problems in working with MBO which can negate its effectiveness; lack of balanced planning, improperly trained subordinates, inadequate performance control systems and overemphasis on quantitative factors. (Dale Carnegie and Associates, 2000)

An advantage of the work standards approach is that the performance review is based on highly objective factors. To be effective, the standards must be viewed by the affected employees as being fair. The most serious criticism of work standards is a lack of comparability of standards in different job categories. (Byars and Rue, 1991)

Essay appraisal systems are among the oldest and most widely used forms of evaluation. Since these may relate to either personality or performance, the essay method is suitable for person or performance oriented systems. (Klingner and Nalbandian, 1985) Essay appraisals do offer an opportunity for a two-way exchange between supervisor and employee and should be used with jobs requiring abstract knowledge and skills. (Coleman and Granito, 1988) The primary problem with essay appraisals is that their length and content can vary considerably, depending on the rater. An effective writer can make an average employee look better than the actual performance warrants. (Byars and Rue, 1991) They are most effective if related to performance standards. (Coleman and Granito, 1988)

The use of universal words is also a problem. Words such as all, always, and never lead to ambiguity. When never appears, most people interpret it to mean “hardly ever,” yet no two people have exactly the same understanding of the phrase *hardly ever*. (Boatner, 1980)

The main drawback to the critical-incident appraisal is that the rater is required to jot down incidents regularly: this can be burdensome and time consuming. Also, the definition of a critical incident is unclear and may be interpreted differently by different people. It is felt that this method can lead to



friction between the manager and employee when the employees feel that the manager is keeping a “book” on them. (Byars and Rue, 1991) Critical incident systems are time consuming and costly if technicians are used to identify critical incidents; furthermore, job analysis is essential to the development of the system. (Coleman and Granito, 1988)

Graphic rating scales or report card ratings are easy to develop and use for a broad range of jobs and are more consistent than essay appraisals. Further, it requires very little time to complete. (Thurman, 1988) They are the most easily developed, administered, and scored format. (Klinger and Nalbandian, 1985) The graphic rating scale is subject to some serious weaknesses. One potential weakness is that evaluators are unlikely to interpret written descriptions in the same manner, due to differences in background, experience, and personality. Another potential problem relates to the choice of rating categories. It is possible to choose categories that have little relationship to job performance or to omit categories that have a significant influence on job performance. (Byars and Rue, 1991) One of the most fundamental problems of the graphic rating method is the overemphasis on personality traits, rather than on objective performance measures. (Thurman, 1988)

Benefits of the checklist evaluation system include the fact that the system typically offers insights that are quite different from what emerges in a regular, more traditional performance review between a manager and their supervisor. (Vogt, 1997) But because raters can see the positive or negative connotation of each question, bias can be introduced. Additional drawbacks to the checklist method are that it is time consuming to assemble the questions for each job

category, a separate listing of questions must be developed for each different job category, and the checklist questions can have different meanings to different raters. (Byars and Rue, 1991)

The use of the BARS can result in several advantages. First, BARS are developed through the active participation of both managers and job incumbents. This increases the likelihood that the method will be accepted. Second, the anchors are developed from the observations and experience of employees who actually perform the job. Finally, BARS can be used for providing specific feedback concerning an employee's job performance. (Byars and Rue, 1991)

Behaviorally anchored systems are handy because they make use of objective evaluation criteria and are easy to employ. (Klingner and Nalbandian, 1985)

Drawbacks include the fact that BARS are costly and time-consuming to develop. Not all performance dimensions can be reduced to specific kinds of behavior, especially when the position involves the exercise of judgment and discretion. (Coleman and Granito, 1988) One of the major drawbacks to the use of BARS is that separate forms must be developed for different jobs. (Byars and Rue, 1991)

The forced-choice method attempts to eliminate evaluator bias by forcing the evaluator to rank statements that may be seemingly indistinguishable or unrelated. (Byars and Rue, 1991) Forced choice techniques are the most valid trait-rating method. (Klingner and Nalbandian, 1985) However, it has been reported that the forced-choice method tends to irritate raters, who feel they are not being trusted. (Byars and Rue, 1991) Forced-choice systems are expensive to use. It is difficult to provide constructive feedback, counseling, and advice on career development under this system because someone else interprets the ratings. Such a system is

usually limited to middle and lower management positions. (Coleman and Granito, 1988)

The ranking methods are simple to use with a small number of employees. (Thurman, 1988) However, ranking methods are dramatically different from the other methods in that one individual's performance evaluation is a function of the performance of other employees in the job. Furthermore, the Civil Service Reform Act does not permit the use of ranking methods for federal employees. (Byars and Rue, 1991)

Despite the challenges associated with developing and conducting appraisals, they can yield significant benefits, including providing documentation that can protect a company against damaging wrongful dismissal suits. (Messmer, 2000)

Research Question #4. What information should be included in an employee performance appraisal?

Before beginning to formulate an appraisal instrument, the fire department should determine what needs it intends to fulfill through the use of an appraisal system. Appraisals may be used to assess a number of factors including:

- Employee knowledge
- Employee skill level
- Employee productivity
- Employee strengths and weaknesses
- Employee progress
- Employee potential
- Managerial effectiveness

- Training needs

After establishing which of the above factors are to be included in the appraisal instrument, the department must identify a number of appraisal traits for each factor and for each job category. Next, specific performance criteria should be developed for each trait. These criteria should be based on the department's rules and regulations, standard operating procedures, and the job description for each position within the department. (Billows, 1983)

The performance evaluations currently utilized by the Norton Shores, Michigan Fire Department for the position of firefighter lists the following factors: (2003)

- Conformance to Instructions, Work Schedules and Performance Standards
- Compliance with Safety Procedures and Regulations
- Regularity of Attendance, Dependability and Punctuality
- Compliance with City or Department Policies, Procedures and Work Rules
- Utilization, Maintenance and Care of Tools, Equipment and Supplies
- Working Relationships with Co-Workers, Supervisors and Outside Contacts
- Preparation and Maintenance of Records, Reports and Forms Associated with Work
- Assignment, Training or Overseeing of Assigned Personnel (for lead or senior positions in the work unit only)

- Other Factors Important to Supervisor

An evaluation program being utilized by the Sioux City, Iowa Fire Department for the position of firefighter utilizes the following factors: (IAFC, 1997)

- Job Knowledge
- Productivity
- Quality
- Initiative
- Use of Time
- Planning
- Follow-Up
- Objectives Accomplished
- Human Relations
- Leadership
- Member Development
- Overall Evaluation

The performance evaluations currently utilized by the Muskegon, Michigan Fire Department for the position of firefighter lists the following factors: (2003)

- Emergency Operations
- Training
- Public Education
- Fire Inspections
- Stations and Grounds Maintenance
- Records and Reports

- Equipment and Apparatus
- Other Duties

Joinson (2001) lists the following additional elements to consider when developing performance appraisals:

- Objectives set by the employee and supervisor at the last appraisal.
  - List of specific competencies or skills being measured, with examples of successful behaviors
- Ratings scale appropriate to the organization.
- Space for employee's self-appraisal
- Space for supervisor's appraisal
- Space for specific comments for the supervisor about the employee's performance.
- Suggestions for employee development.
- Objectives to meet by the next appraisal date.

When rating employees, regardless of what performance factors are being used, it is critical for all supervisors to observe and document employee performance all year long. (Thaxon, 1999)

### **Summary**

The literature review was beneficial in several aspects. First, the literature provided qualitative and quantitative background information on performance appraisals. The material offered examples of numerous appraisal systems in use by fire service organizations and private sector organizations. The action lists were useful in developing

the research recommendations. The research also provided the pros and cons associated with the commonly used types of appraisals.

Throughout the research process no legal requirements could be found mandating the use of performance appraisals. However, the research made it very clear that if an organization decides to implement performance appraisals, they should be complete and supported by documentation obtained throughout the rating process.

## **PROCEDURES**

### **Research Methodology**

An action research methodology process was used to conduct research utilizing sources from both the fire service and the private sector in order to answer the research questions and develop an appraisal system for the White Lake Fire Authority. Research collection began at the National Fire Academy Learning Resource Center (LRC) in March 2003. The LRC on-line card catalog was used to search for trade articles, magazine articles and publications with the key words performance appraisals, performance evaluations, employee appraisals, employee evaluations and employee performance systems. Upon returning from the National Fire Academy, a search was conducted at the White Lake Community Library located in Whitehall, Michigan using the above mentioned keywords along with a search of the author's private library in April and May 2003. Information gathered was grouped to address the questions posed in the project. In addition, a request was made at the April 2003 Muskegon Area Fire Chief's Association meeting for any departments that had appraisal systems to please contact the author. Muskegon County currently has 18 fire departments which make up career, volunteer and combination departments. Out of the 18 departments contacted 3 (16%)

departments supplied their appraisal systems for review. One appraisal system was from a career department and the other two appraisal systems provided were from combination departments. Although the response was less than anticipated, the information received provided valuable insight as to how other departments in the county were handling their employee performance appraisals. It was also noted by the career department that their system had just been reviewed and approved by the local International Association of Fire Fighter's Union (IAFF). In addition, performance reviews relating to firefighter positions were gathered from the Michigan Municipal League and the Michigan Municipal Risk Management Authority.

The research yielded answers to the following research questions; (1) Why do employees use performance appraisals? (2) What types of performance appraisal systems are in use throughout the country? (3) What are the advantages and disadvantages of the performance appraisal systems? (4) What information should be included in an employee performance appraisal?

Upon reviewing the results of the research, the author developed a performance appraisal system for the White Lake Fire Authority as presented in Appendix A.

Limitations on this research project included the requirement to complete the project within the six month time frame allowed by the project guidelines. Time and cost constraints prohibited the selection of a larger sample group.

### **Definition of Terms**

Performance Appraisal Process of determining and communicating to an employee how he or she is performing on the job, and ideally, establishing a plan for improvement.

## **RESULTS**

### **Research Question 1. Why do employers use performance appraisals?**



Human beings like to know how they are doing. Managers have an obligation to their people to keep them advised on their progress or lack of progress on the job. Modern management leaders build into their organizations a formal method of evaluating performance and counseling employees on their performance. (Dale Carnegie & Associates, 2000)

Performance appraisal, even if it is not linked to wage/salary treatment, is a primary source of information for employees on areas in which they are doing well and where improvement is possible. It identifies the weaknesses, potentials, and training needs of employees. Performance appraisal can inform employees about their progress and tell them what skills they need to develop to become eligible for promotions, transfers, etc. (Mathis and Jackson, 1998)

There are three principal reasons for having a formal evaluation program:

1. It provides a regular period for reviewing work-related behavior. Good counseling and coaching can give the employee recognition for past work and help him/her focus on future improvements.
2. A formal evaluation program provides helpful data for promotion decisions. It makes the evaluation process more objective and makes it easier to compare one employee with another.
3. The analysis can be used as a basis for wage or salary increases, bonuses, and other financial incentives. (Dale Carnegie & Associates, 2000)

The purpose of performance appraisals is to change or reinforce individual behavior rather than to compare individuals. In its simplest form, performance appraisal is a manager's statement: "Here are your strengths and weaknesses, and here is a way to shore up the weak areas." (Mathis and Jackson, 1998)

Research Question 2. What types of performance appraisal systems are in use throughout the country?

Performance appraisal techniques in the fire service vary and include complex, highly structured, numerical reports; work activity records, like the number of fire suppression calls; graphic rating scales, numbers evaluations; open-ended written essays; an important incident file, such as three-by-five cards, or a log of both positive and negative unusual events; self-evaluation; peer review; subordinate appraisal; and assessment centers. (Thurman, 1988)

Coleman and Granito (1988) list the following types of performance appraisal systems:

- Management by objective is a system of guided self-appraisals, useful in appraising manager's performances.
- The work standards approach is a method of performance appraisal that involves setting a standard or expected level of output and then comparing each employee's level to the standard.
- The narrative or essay appraisal system consists of written statements prepared by supervisors, employees, peers, or some combination of these.
- Critical incident based systems require that the supervisor and employee identify incidents critical to successful job performance. Raters match actual incidents against a predetermined critical incident scale to which numeric values can be assigned.
- Graphic rating scales or report card ratings consist of a set of statements of factors that call attention to certain traits such as quality of work, attitude toward job and others, initiative, cooperativeness, loyalty, dependability,

appearance, and judgment. Adjectival or numeric scales are used to rate the employee.

- The checklist is a simple rating method in which the manager is given a list of statements or words and asked to check those representing the characteristics and performance of the employee.
- Behaviorally anchored rating scales (BARS) employ statements that are developed by job knowledge experts to describe incidents typical of successful job performance. Job analysis and statistical analysis are used to identify those kinds of behavior that distinguish effective from ineffective performance. Employees are rated on a numeric or adjectival scale to measure the frequency with which the employee engages in each kind of behavior.
- Forced-choice systems require the rater to choose from a set of statements, the one that best describes an employee. The statements represent poor to outstanding performance, but the terms in each set are matched so that they appear equally favorable or unfavorable to the rater.
- Comparative ranking systems are those in which the individuals in a given category are compared with others doing the same job. Under paired comparison, each employee is compared with every other employee. An employee's relative position in the final ranking is determined by the number of times an individual is preferred over another.

Research Question 3. What are the advantages and disadvantages of the performance appraisal systems?

The chief problem in any type of evaluation is that it depends on the skill of the appraiser for its success. If the evaluating supervisor or group of evaluators are not carefully trained to do the job, the system, no matter which one is used, becomes meaningless. (Dale Carnegie & Associates, 2000)

Some of the significant problems that arise in evaluation are:

- The halo effect: This results from an overall assessment of the person based on overemphasis of one trait. For example, an employee is always punctual and never absent. This so impresses the evaluator that he rates all of his traits high, even though they may not be worthy of the rating.
- Central tendency: Some evaluators rate all their personnel within a narrow range. They mark no one superior or unsatisfactory, but tend to mark all personnel down the middle of the rating form.
- Recent-behavior emphasis: Supervisors may tend to forget past activity and rate the subordinate only on the basis of his behavior in the period most recent to the time of rating. This distorts the true evaluation. Often employees, knowing that rating time is approaching, are on their best behavior, just like children before Christmas.
- Personal bias: As many people tend to be biased in favor of people like themselves and against people who are different, their evaluations may show their prejudice. A Swedish supervisor may for example, rate his fellow-Swedes higher than Norwegians in the same department.

Supervisors should be watched carefully to see if such biases are reflected in the ratings they give. (Dale Carnegie & Associates, 2000)

Messmer (2000) states that performance appraisals can also:

- Keep staff focused on goals and objectives
- Assess training and employee development needs
- Motivate accounting staff to upgrade skills and job knowledge in order to make a greater contribution
- Provide an objective and legally defensible basis for key human resources decisions, including merit pay increases and promotions, and
- Resolve difficulties in coworker relationships.

Another weakness is found in the common accepted principle that most people fall in the above average category, with a few above average and even fewer below average. This can work to the detriment of the above-average employee and to the advantage of the below-average employee if a supervisor is reluctant to cite an outstanding individual and even more reluctant to cite an outstanding individual and even more reluctant to blow the whistle on an unsatisfactory one. (Boatner, 1980)

Research Question 4. What information should be included in an employee performance appraisal?

Bogard (2000) suggests the following be included to enhance that exchange of information during the review process:

- Capture the good
- Focus on behavior, not the employee
- Focus on actions, not intentions
- Focus on deficiencies, not their causes
- Assist employees in setting goals

A key point to remember in the process is that the elements or criteria to be evaluated in the performance evaluation must be job related. Generalized factors must be watched. Such performance or criteria as appearance or leadership can be somewhat nebulous and must be explained. Each job must be measured based on its unique characteristics. This again spells the need for a carefully compiled, job related job analysis and description resulting in a true basis for valid measurement of employee performance. This will lead to the compilation of job performance standards. (Gerspach, 1988)

Performance indicators are many and varied. The number will be affected by the objectives of the program and limited by the number of factors that can be clearly distinguished by an appraiser. (Boatner, 1980)

Avoid biases toward sex, religion, schooling, past work experience, physical appearance and handicaps. The criteria must be measurable against performance standards. In your narrative be careful to avoid terms like good, better, poor, weak, strong; they are subjective and based on value judgments. It is difficult to plainly state how good, “good” is unless a clearly stated definition of “good” exists. (Gerspach, 1988)

A performance appraisal system for the White Lake Fire Authority is presented in Appendix A. This system takes many of the ideas and suggestions discussed during the research phase into account. The system allows for officer to firefighter feedback, firefighter to officer feedback, as well as individual goal setting. It also takes into account the departments expectations desired for each position within the organization.

## **DISCUSSION**

Gerspach (1988) states, “the performance evaluation process can be a complex one, but it is essential for good communication to develop and exist between the company officer and their subordinates. It is essential to the process of making sure the subordinates know what is expected of them and it is equally essential to the process of knowing that the subordinates’ expectations are being met.” (p.27)

The author concurs with Billows (1983) when he states “an effective appraisal system is one that provides for objectivity, validity, accuracy, and feedback to the employee. Appraisals should be based on departmental rules and regulations, job descriptions, and standard operating procedures. Assessment criteria must be measurable in terms of observed behavioral activity, and documentation from other areas of departmental operations should be applied to the appraisal.” (p. 37)

The writer agrees with Neely (2002) who explains that employees are the only resource in a fire department that can appreciate in value. “Fire trucks and stations get beat up from the moment they are placed in service, but the people can actually get better with time. However, they will only get better if they are given the feedback they need to excel and contribute.” (p.66)

Mathis and Jackson (1998) when discussing possible errors in the appraisal process list the following:

- Varying Standards – Using different standards and expectations for individual employees performing similar jobs.
- Recency Problem – Giving greater weight to recent occurrences when appraising an employee’s performance than to the person’s earlier performance.
- Rater Bias – Allowing the rater’s values or prejudices to distort the rating.

- Central Tendency Error – Rating all employees within a narrow range.
- Leniency Error – Superior's reluctance to give a low appraisal.
- Strictness Error – Superior's reluctance to give a high appraisal.
- Halo Effect – Rating a person high or low on all items because of one characteristic.
- Contrast Error – The tendency to rate people relative to other people rather than to performance standards.

Coleman and Granito (1988) list the following characteristics of effective performance appraisal systems (p. 274):

- The system is based on job analysis.
- The purpose of the system is clearly defined.
- The system is based on job-related behavior and clearly defined performance standards.
- Appraisals are conducted on an ongoing basis.
- Appraisers receive extensive training in the use of appraisal techniques and in counseling employees.
- Provision is made for appraisal discussion and positive feedback.
- Performance strengths and weaknesses are clearly spelled out along with a clear plan of action of what is needed to correct faults and improve performance.
- There is a clear link between good performance and a reward system.

After one of the methods for developing a performance appraisal has been used, the results must be communicated to the employee. Unless this interview is



properly conducted, the research has shown that it can and frequently does result in an unpleasant experience for both manager and employee. Byars and Rue (1991) list some of the important factors influencing success or failure of appraisal interviews as:

- The more employees that participate in the appraisal process, the more satisfied they are with the appraisal interview and with the manager, and the more likely performance improvement objectives are to be accepted and met.
- The more a manager uses the positive motivational techniques, the more satisfied the employee is likely to be with the appraisal interview and with the manager.
- The mutual setting by the manager and the employee of specific performance improvement objectives results in more improvement in performance than does a general discussion or criticism.
- Discussing and solving problems that may be hampering the employee's current job performance improve the employee's performance.
- The amount of thought and preparation that both the manager and the employee devote before the interview increases the benefits of the interview.
- The more the employee perceives that performance appraisal results are tied to organizational rewards, the more beneficial the interview is.

The author believes that Neely (2002) sums up the entire performance appraisal process best when he states: "Since you are going to have to fill out the

evaluation form anyway, you might as well do it right. Give your people a proper performance evaluation; you owe it to them.” (p. 66)

### **RECOMMENDATIONS**

The research clearly showed that there are numerous types of employee performance appraisal systems in place throughout the country. The positives associated with implementing an appraisal system far out-number the negatives. Although it was not discussed in this research project, it was evident that in order to properly perform an evaluation, a detailed job description for each position must be in place prior to the evaluation.

In order for the White Lake Fire Authority to implement a performance appraisal system, there are several areas that must be addressed. First, detailed job descriptions must be designed for each position. Second, it is imperative that each employee understand prior to the evaluation exactly what is expected of him/her. Third, the employees that will be performing the evaluations must be trained on how to properly conduct a review to ensure that the errors associated with appraisals do not happen. Finally, a system must be developed outlining where those employees in need of improvement can obtain that information and assistance.

The author recommends that the White Lake Fire Authority implement the performance appraisal system shown in Appendix A.

If the White Lake Fire Authority Board decides to implement the performance appraisal system, it must be monitored to ensure that it is being conducted properly. A study should take place and improvements made where necessary. All employees should give their opinions of the review process and their comments taken into consideration for future appraisals. It is further recommended that the White Lake Fire Chief keep track of

the results to determine if the appraisal process is assisting employees in achieving their goals within the department.

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**APPENDIX A**

## **WHITE LAKE FIRE AUTHORITY**

### **PERFORMANCE APPRAISAL SYSTEM**

This Performance Appraisal System provides for the periodic supervisory review of each employee's performance level. The major objectives of the review are to promote more effective working relationships, commend individuals for excellent performance and achievements, and provide effective counseling and direction to improve each employee's proficiencies and abilities.

Performance evaluations must be conducted annually prior to the conclusion of the fiscal year to reflect the employee's performance for the year as well as to establish development plans and goals for the upcoming year. Performance appraisals should be prepared by the appropriate supervisor and presented to each specific employee individually. All completed performance evaluation forms should be retained in the employee's confidential personnel file. The criteria included in the evaluation program may be modified periodically at the discretion of the Fire Chief.

In conjunction with the performance evaluation process, employees are required to complete a self-appraisal form. The self-appraisals should be prepared and submitted to the employee's supervisor in advance of the performance evaluation session.

**WHITE LAKE FIRE AUTHORITY  
EMPLOYEE SELF-APPRAISAL FORM**

Employee's Name: \_\_\_\_\_

Employee's Title: \_\_\_\_\_

**INSTRUCTIONS:** This employee self-appraisal form is completed by the employee prior to the appraisal interview and discussed with the supervisor during the appraisal process.

The appraisal process considers the following performance factors:

- Quantity of Work
- Quality of Work
- Attitude/Cooperation
- Job Knowledge/Development/Application
- Initiative/Motivation
- Public Relations
- Planning/Organizing

Considering your individual job duties and responsibilities (refer to job description) and the performance factors, answer the following questions:

1. What have been your most significant achievements during the current appraisal period and why?



2. What are your strengths on the job?
3. In what areas should you seek to improve?
4. What can the command staff do to help you increase your job proficiency?
5. What can you do to help increase your job proficiency?

6. Additional Comments:

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**EMPLOYEE:**

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**EVALUATION PERIOD:**

**WHITE LAKE FIRE AUTHORITY  
PERFORMANCE APPRAISAL - FIREFIGHTER  
PART I  
JOB FUNCTION EVALUATION**

Supervisor and employee review and agree on major job functions **AT THE BEGINNING OF THE APPRAISAL CYCLE**. Supervisor "weights" each job function (total 100). Supervisor adds supporting comments.

<b>JOB FUNCTIONS</b>	<b>WEIGHT</b>	<b>RATER COMMENTS</b>	<b>RATING</b>
<b>Emergency Operations:</b> Upon notification, responds, controls and mitigates situation; prepares equipment for next call.	<b>40</b>		
<b>Training:</b> Attends and participates in formal training sessions, emergency operations, methods, techniques, and procedures.	<b>20</b>		
<b>Policies &amp; Procedures:</b> Ensures that policies and procedures established by the Authority are followed.	<b>15</b>		
<b>Station &amp; Grounds Maintenance:</b> Performs general housekeeping chores at stations and grounds.	<b>5</b>		
<b>Records and Reports:</b> Prepares reports and maintains records as assigned.	<b>5</b>		
<b>Equipment and Apparatus:</b> Cleans, washes, and tests equipment as assigned. Cleans and washes apparatus and reports any problems to supervisor	<b>5</b>		
<b>Other Duties:</b> Performs work of a higher-level employee as dictated by absence or emergency.	<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>PART I TOTAL RATING</b>	

## PART II GENERAL PERFORMANCE - NON SUPERVISORY EMPLOYEES

Supervisor and employee review the following general performance areas. Supervisor "weights" each performance area (100). Supervisor adds supporting comments.

<b><u>Application of Job Knowledge</u></b>  Completes work with technical correctness. Uses training, education, and experience to ensure accurate output. Follows directions. Uses assigned equipment correctly. Knows and applies policies and procedures correctly. Completes written reports as required. Understands organizational or department systems.	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>25</b>		

<b><u>Interaction with others</u></b>  Is courteous to the public. Is helpful to co-workers. Accepts direction from supervisors. Considers needs of others when appropriate. Has good listening skills.	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>25</b>		

<b><u>Initiative</u></b>  Does not require constant direction or supervision. Takes-on new tasks when a job is completed. Demonstrates self-directed behavior when possible. Attempts to anticipate job-related demands. Demonstrates flexibility and willingness to assume new responsibilities. Generates better ideas and ways of working when possible.	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>25</b>		

<b><u>Work Habits</u></b>  Takes good care of equipment. Completes work assignments in a timely fashion. Is punctual. Separates personal interests from work requirements.	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>25</b>		

<b>PART I TOTAL RATING</b>		<b>PART II TOTAL RATING</b>	
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<b>PART I &amp; II TOTAL RATING</b>		<b>FINAL RATING</b>	
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\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief's Signature

\_\_\_\_\_  
Date

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**EMPLOYEE:**

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**EVALUATION PERIOD:**

**WHITE LAKE FIRE AUTHORITY  
PERFORMANCE APPRAISAL - LIEUTENANT-EQUIPMENT DIVISION  
PART I  
JOB FUNCTION EVALUATION**

Department Head and Supervisor review and agree on major job functions **AT THE BEGINNING OF THE APPRAISAL CYCLE**. Department Head "weights" each job function (total 100). Supervisor adds supporting comments.

<b>JOB FUNCTIONS</b>	<b>WEIGHT</b>	<b>RATER COMMENTS</b>	<b>RATING</b>
<b>Emergency Operations:</b> Directs emergency operations until relieved by a higher command.	<b>30</b>		
<b>Training:</b> Attends and participates in formal training sessions as assigned.	<b>20</b>		
<b>Division Responsibilities:</b> Supervises personnel in training, care, and upkeep of all apparatus and equipment. Ensures that all equipment and apparatus are routinely maintained.	<b>20</b>		
<b>Safety:</b> Supervises and monitors personnel safety at all times.	<b>10</b>		
<b>Policies and Procedures:</b> Ensures that policies and procedures established by the Authority are followed.	<b>5</b>		
<b>Records and Reports:</b> Prepares reports and maintains records as assigned.	<b>5</b>		
<b>Accessibility:</b> Is accessible to assigned firefighters in a timely manner.	<b>5</b>		
<b>Other Duties:</b> Assumes duties of higher-level employee as dictated by absence or emergency.	<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>PART I TOTAL RATING</b>	

## PART II

### GENERAL PERFORMANCE - SUPERVISORY EMPLOYEES

Supervisor and employee review the following general performance areas. Supervisor "weights" each performance area (100). Supervisor adds supporting comments.

<b><u>Application of Job Knowledge</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>20</b>		
Completes work with technical correctness. Uses training, education, and experience to ensure accurate output. Follows directions. Uses assigned equipment correctly. Knows and applies policies and procedures correctly. Completes written reports as required. Understands organizational or department systems.			

<b><u>Interaction with others</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>10</b>		
Is courteous to the public. Is helpful to co-workers. Accepts direction from supervisors. Considers needs of others when appropriate. Has good listening skills.			

<b><u>Initiative</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>15</b>		
Does not require constant direction or supervision. Takes-on new tasks when a job is completed. Demonstrates self-directed behavior when possible. Attempts to anticipate job-related demands. Demonstrates flexibility and willingness to assume new responsibilities. Generates better ideas and ways of working when possible.			

<b><u>Work Habits</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>10</b>		
Takes good care of equipment. Completes work assignments in a timely fashion. Is punctual. Separates personal interests from work requirements.			

<b><u>Development of Subordinates</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Encourages professional development of subordinates. Uses delegation to develop subordinate's skills. Delivers complete performance evaluations to subordinates. Assists subordinates in developing on-the-job skills when new equipment or procedures are introduced.			

<b><u>Leadership</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Develops rapport with subordinates. Sets a good example. Promotes team spirit among subordinates. Addresses personnel problems in a timely and tactful manner. Encourages group acceptance of department goals.			

<b><u>Organization and Planning</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Prioritizes tasks/assignments. Plans ahead to complete assignments. Sets future goals. Follows through on assignments to ensure they are completed. Communicates plans to others when appropriate. Considers departmental workflow in completion of duties.			

<b>PART I TOTAL RATING</b>		<b>PART II TOTAL RATING</b>	
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**PART I & II TOTAL RATING**

**FINAL RATING**

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief's Signature

\_\_\_\_\_  
Date

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**EMPLOYEE:**

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**EVALUATION PERIOD:**

**WHITE LAKE FIRE AUTHORITY  
PERFORMANCE APPRAISAL - LIEUTENANT-MARINE DIVISION  
PART I  
JOB FUNCTION EVALUATION**

Department Head and Supervisor review and agree on major job functions **AT THE BEGINNING OF THE APPRAISAL CYCLE**. Department Head "weights" each job function (total 100). Supervisor adds supporting comments.

<b>JOB FUNCTIONS</b>	<b>WEIGHT</b>	<b>RATER COMMENTS</b>	<b>RATING</b>
<b>Emergency Operations:</b> Directs emergency operations until relieved by a higher command.	<b>30</b>		
<b>Training:</b> Attends and participates in formal training sessions as assigned.	<b>20</b>		
<b>Division Responsibilities:</b> Supervises personnel in training, care, and upkeep of all apparatus and equipment relative to effectively operating the Marine Division.	<b>20</b>		
<b>Safety:</b> Supervises and monitors personnel safety at all times.	<b>10</b>		
<b>Policies and Procedures:</b> Ensures that policies and procedures established by the Authority are followed.	<b>5</b>		
<b>Records and Reports:</b> Prepares reports and maintains records as assigned.	<b>5</b>		
<b>Accessibility:</b> Is accessible to assigned firefighters in a timely manner.	<b>5</b>		
<b>Other Duties:</b> Assumes duties of higher-level employee as dictated by absence or emergency.	<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>PART I TOTAL RATING</b>	



## PART II

### GENERAL PERFORMANCE - SUPERVISORY EMPLOYEES

Supervisor and employee review the following general performance areas. Supervisor "weights" each performance area (100). Supervisor adds supporting comments.

<b><u>Application of Job Knowledge</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>20</b>		
Completes work with technical correctness. Uses training, education, and experience to ensure accurate output. Follows directions. Uses assigned equipment correctly. Knows and applies policies and procedures correctly. Completes written reports as required. Understands organizational or department systems.			

<b><u>Interaction with others</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>10</b>		
Is courteous to the public. Is helpful to co-workers. Accepts direction from supervisors. Considers needs of others when appropriate. Has good listening skills.			

<b><u>Initiative</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>15</b>		
Does not require constant direction or supervision. Takes-on new tasks when a job is completed. Demonstrates self-directed behavior when possible. Attempts to anticipate job-related demands. Demonstrates flexibility and willingness to assume new responsibilities. Generates better ideas and ways of working when possible.			

<b><u>Work Habits</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>10</b>		
Takes good care of equipment. Completes work assignments in a timely fashion. Is punctual. Separates personal interests from work requirements.			

<b><u>Development of Subordinates</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Encourages professional development of subordinates. Uses delegation to develop subordinate's skills. Delivers complete performance evaluations to subordinates. Assists subordinates in developing on-the-job skills when new equipment or procedures are introduced.			

<b><u>Leadership</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Develops rapport with subordinates. Sets a good example. Promotes team spirit among subordinates. Addresses personnel problems in a timely and tactful manner. Encourages group acceptance of department goals.			

<b><u>Organization and Planning</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Prioritizes tasks/assignments. Plans ahead to complete assignments. Sets future goals. Follows through on assignments to ensure they are completed. Communicates plans to others when appropriate. Considers departmental workflow in completion of duties.			

<b>PART I TOTAL RATING</b>		<b>PART II TOTAL RATING</b>	
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**PART I & II TOTAL RATING**

**FINAL RATING**

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief's Signature

\_\_\_\_\_  
Date

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**EMPLOYEE:**

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**EVALUATION PERIOD:**

**WHITE LAKE FIRE AUTHORITY  
PERFORMANCE APPRAISAL - LIEUTENANT-PUBLIC EDUCATION DIVISION  
PART I  
JOB FUNCTION EVALUATION**

Department Head and Supervisor review and agree on major job functions **AT THE BEGINNING OF THE APPRAISAL CYCLE**. Department Head "weights" each job function (total 100). Supervisor adds supporting comments.

<b>JOB FUNCTIONS</b>	<b>WEIGHT</b>	<b>RATER COMMENTS</b>	<b>RATING</b>
<b>Emergency Operations:</b> Directs emergency operations until relieved by a higher command.	<b>30</b>		
<b>Training:</b> Attends and participates in formal training sessions as assigned.	<b>20</b>		
<b>Division Responsibilities:</b> Coordinates all public fire safety education presentations. Works closely with media to promote fire safety.	<b>20</b>		
<b>Safety:</b> Supervises and monitors personnel safety at all times.	<b>10</b>		
<b>Policies and Procedures:</b> Ensures that policies and procedures established by the Authority are followed.	<b>5</b>		
<b>Records and Reports:</b> Prepares reports and maintains records as assigned.	<b>5</b>		
<b>Accessibility:</b> Is accessible to assigned firefighters in a timely manner.	<b>5</b>		
<b>Other Duties:</b> Assumes duties of higher-level employee as dictated by absence or emergency.	<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>PART I TOTAL RATING</b>	

## PART II

### GENERAL PERFORMANCE - SUPERVISORY EMPLOYEES

Supervisor and employee review the following general performance areas. Supervisor "weights" each performance area (100). Supervisor adds supporting comments.

<b><u>Application of Job Knowledge</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>20</b>		
Completes work with technical correctness. Uses training, education, and experience to ensure accurate output. Follows directions. Uses assigned equipment correctly. Knows and applies policies and procedures correctly. Completes written reports as required. Understands organizational or department systems.			

<b><u>Interaction with others</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>10</b>		
Is courteous to the public. Is helpful to co-workers. Accepts direction from supervisors. Considers needs of others when appropriate. Has good listening skills.			

<b><u>Initiative</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>15</b>		
Does not require constant direction or supervision. Takes-on new tasks when a job is completed. Demonstrates self-directed behavior when possible. Attempts to anticipate job-related demands. Demonstrates flexibility and willingness to assume new responsibilities. Generates better ideas and ways of working when possible.			

<b><u>Work Habits</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>10</b>		
Takes good care of equipment. Completes work assignments in a timely fashion. Is punctual. Separates personal interests from work requirements.			

<b><u>Development of Subordinates</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Encourages professional development of subordinates. Uses delegation to develop subordinate's skills. Delivers complete performance evaluations to subordinates. Assists subordinates in developing on-the-job skills when new equipment or procedures are introduced.			

<b><u>Leadership</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Develops rapport with subordinates. Sets a good example. Promotes team spirit among subordinates. Addresses personnel problems in a timely and tactful manner. Encourages group acceptance of department goals.			

<b><u>Organization and Planning</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Prioritizes tasks/assignments. Plans ahead to complete assignments. Sets future goals. Follows through on assignments to ensure they are completed. Communicates plans to others when appropriate. Considers departmental workflow in completion of duties.			

<b>PART I TOTAL RATING</b>		<b>PART II TOTAL RATING</b>	
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**PART I & II TOTAL RATING**

**FINAL RATING**

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Employee's Signature

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Date

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Supervisor's Signature

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Date

\_\_\_\_\_  
Chief's Signature

\_\_\_\_\_  
Date

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**EMPLOYEE:**

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**EVALUATION PERIOD:**

**WHITE LAKE FIRE AUTHORITY  
PERFORMANCE APPRAISAL - LIEUTENANT-SAFETY DIVISION  
PART I  
JOB FUNCTION EVALUATION**

Department Head and Supervisor review and agree on major job functions **AT THE BEGINNING OF THE APPRAISAL CYCLE**. Department Head "weights" each job function (total 100). Supervisor adds supporting comments.

<b>JOB FUNCTIONS</b>	<b>WEIGHT</b>	<b>RATER COMMENTS</b>	<b>RATING</b>
<b>Emergency Operations:</b> Directs emergency operations until relieved by a higher command.	<b>30</b>		
<b>Training:</b> Attends and participates in formal training sessions as assigned.	<b>20</b>		
<b>Division Responsibilities:</b> Ensures that all apparatus and equipment are kept in a safe operating condition. Ensures that department is meeting all laws established by MIOSHA and other agencies.	<b>20</b>		
<b>Safety:</b> Supervises and monitors personnel safety at all times.	<b>10</b>		
<b>Policies and Procedures:</b> Ensures that policies and procedures established by the Authority are followed.	<b>5</b>		
<b>Records and Reports:</b> Prepares reports and maintains records as assigned.	<b>5</b>		
<b>Accessibility:</b> Is accessible to assigned firefighters in a timely manner.	<b>5</b>		
<b>Other Duties:</b> Assumes duties of higher-level employee as dictated by absence or emergency.	<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>PART I TOTAL RATING</b>	

## PART II

### GENERAL PERFORMANCE - SUPERVISORY EMPLOYEES

Supervisor and employee review the following general performance areas. Supervisor "weights" each performance area (100). Supervisor adds supporting comments.

<b><u>Application of Job Knowledge</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>20</b>		
Completes work with technical correctness. Uses training, education, and experience to ensure accurate output. Follows directions. Uses assigned equipment correctly. Knows and applies policies and procedures correctly. Completes written reports as required. Understands organizational or department systems.			

<b><u>Interaction with others</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>10</b>		
Is courteous to the public. Is helpful to co-workers. Accepts direction from supervisors. Considers needs of others when appropriate. Has good listening skills.			

<b><u>Initiative</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>15</b>		
Does not require constant direction or supervision. Takes-on new tasks when a job is completed. Demonstrates self-directed behavior when possible. Attempts to anticipate job-related demands. Demonstrates flexibility and willingness to assume new responsibilities. Generates better ideas and ways of working when possible.			

<b><u>Work Habits</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>10</b>		
Takes good care of equipment. Completes work assignments in a timely fashion. Is punctual. Separates personal interests from work requirements.			

<b><u>Development of Subordinates</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Encourages professional development of subordinates. Uses delegation to develop subordinate's skills. Delivers complete performance evaluations to subordinates. Assists subordinates in developing on-the-job skills when new equipment or procedures are introduced.			

<b><u>Leadership</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Develops rapport with subordinates. Sets a good example. Promotes team spirit among subordinates. Addresses personnel problems in a timely and tactful manner. Encourages group acceptance of department goals.			

<b><u>Organization and Planning</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Prioritizes tasks/assignments. Plans ahead to complete assignments. Sets future goals. Follows through on assignments to ensure they are completed. Communicates plans to others when appropriate. Considers departmental workflow in completion of duties.			

<b>PART I TOTAL RATING</b>		<b>PART II TOTAL RATING</b>	
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**PART I & II TOTAL RATING**

**FINAL RATING**

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Employee's Signature

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Date

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Supervisor's Signature

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Date

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Chief's Signature

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Date



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**EMPLOYEE:**

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**EVALUATION PERIOD:**

**WHITE LAKE FIRE AUTHORITY  
PERFORMANCE APPRAISAL - CAPTAIN  
PART I  
JOB FUNCTION EVALUATION**

Department Head and Supervisor review and agree on major job functions **AT THE BEGINNING OF THE APPRAISAL CYCLE**. Department Head "weights" each job function (total 100). Supervisor adds supporting comments.

<b>JOB FUNCTIONS</b>	<b>WEIGHT</b>	<b>RATER COMMENTS</b>	<b>RATING</b>
<b>Emergency Operations:</b> Directs emergency operations until relieved by a higher command.	<b>30</b>		
<b>Training:</b> Attends and participates in formal training sessions as assigned.	<b>20</b>		
<b>Supervises:</b> Supervises personnel in care and upkeep of all apparatus, equipment, and facilities under direct supervision	<b>20</b>		
<b>Safety:</b> Supervises and monitors personnel safety at all times.	<b>10</b>		
<b>Policies &amp; Procedures:</b> Ensures that policies and procedures established by the Authority are followed.	<b>5</b>		
<b>Records and Reports:</b> Prepares reports and maintains records as assigned.	<b>5</b>		
<b>Evaluates and Assists:</b> Evaluates and assists firefighters and command staff as necessary.	<b>5</b>		
<b>Other Duties:</b> Assumes duties of higher-level employee as dictated by absence or emergency.	<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>PART I TOTAL RATING</b>	

## PART II

### GENERAL PERFORMANCE - SUPERVISORY EMPLOYEES

Supervisor and employee review the following general performance areas. Supervisor "weights" each performance area (100). Supervisor adds supporting comments.

<b><u>Application of Job Knowledge</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>20</b>		
Completes work with technical correctness. Uses training, education, and experience to ensure accurate output. Follows directions. Uses assigned equipment correctly. Knows and applies policies and procedures correctly. Completes written reports as required. Understands organizational or department systems.			

<b><u>Interaction with others</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>10</b>		
Is courteous to the public. Is helpful to co-workers. Accepts direction from supervisors. Considers needs of others when appropriate. Has good listening skills.			

<b><u>Initiative</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>15</b>		
Does not require constant direction or supervision. Takes-on new tasks when a job is completed. Demonstrates self-directed behavior when possible. Attempts to anticipate job-related demands. Demonstrates flexibility and willingness to assume new responsibilities. Generates better ideas and ways of working when possible.			

<b><u>Work Habits</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>10</b>		
Takes good care of equipment. Completes work assignments in a timely fashion. Is punctual. Separates personal interests from work requirements.			

<b><u>Development of Subordinates</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Encourages professional development of subordinates. Uses delegation to develop subordinate's skills. Delivers complete performance evaluations to subordinates. Assists subordinates in developing on-the-job skills when new equipment or procedures are introduced.			

<b><u>Leadership</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Develops rapport with subordinates. Sets a good example. Promotes team spirit among subordinates. Addresses personnel problems in a timely and tactful manner. Encourages group acceptance of department goals.			

<b><u>Organization and Planning</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Prioritizes tasks/assignments. Plans ahead to complete assignments. Sets future goals. Follows through on assignments to ensure they are completed. Communicates plans to others when appropriate. Considers departmental workflow in completion of duties.			

<b>PART I TOTAL RATING</b>		<b>PART II TOTAL RATING</b>	
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**PART I & II TOTAL RATING**

**FINAL RATING**

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Employee's Signature

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Date

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Supervisor's Signature

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Date

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Chief's Signature

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Date

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**EMPLOYEE:**

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**EVALUATION PERIOD:**

**WHITE LAKE FIRE AUTHORITY  
PERFORMANCE APPRAISAL - DEPUTY CHIEF  
PART I  
JOB FUNCTION EVALUATION**

Department Head and Supervisor review and agree on major job functions **AT THE BEGINNING OF THE APPRAISAL CYCLE**. Department Head "weights" each job function (total 100). Supervisor adds supporting comments.

<b>JOB FUNCTIONS</b>	<b>WEIGHT</b>	<b>RATER COMMENTS</b>	<b>RATING</b>
<b>Emergency Operations:</b> Assumes command and acts as incident commander.	<b>25</b>		
<b>Fire Inspections:</b> Coordinates and participates in inspections of new and existing structures.	<b>20</b>		
<b>Code Compliance:</b> Examines building, site, and mechanical plans to assure fire code compliance.	<b>15</b>		
<b>Investigations:</b> Conducts fire investigations and oversees the activities of other personnel involved in the investigation.	<b>15</b>		
<b>Safety:</b> Maintains safety of all personnel under command.	<b>10</b>		
<b>Records and Reports:</b> Prepares reports and maintains records as assigned.	<b>5</b>		
<b>Communication:</b> Communicates goals of the department with personnel and ensures open communications with all employees.	<b>5</b>		
<b>Other Duties:</b> Assumes duties of higher-level employee as directed by Fire Chief.	<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>PART I TOTAL RATING</b>	

## PART II

### GENERAL PERFORMANCE - SUPERVISORY EMPLOYEES

Supervisor and employee review the following general performance areas. Supervisor "weights" each performance area (100). Supervisor adds supporting comments.

<b><u>Application of Job Knowledge</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>20</b>		
Completes work with technical correctness. Uses training, education, and experience to ensure accurate output. Follows directions. Uses assigned equipment correctly. Knows and applies policies and procedures correctly. Completes written reports as required. Understands organizational or department systems.			

<b><u>Interaction with others</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>10</b>		
Is courteous to the public. Is helpful to co-workers. Accepts direction from supervisors. Considers needs of others when appropriate. Has good listening skills.			

<b><u>Initiative</u></b>	<b>Weight</b>	<b>Comments in support of rating</b>	<b>Rating</b>
	<b>15</b>		
Does not require constant direction or supervision. Takes-on new tasks when a job is completed. Demonstrates self-directed behavior when possible. Attempts to anticipate job-related demands. Demonstrates flexibility and willingness to assume new responsibilities. Generates better ideas and ways of working when possible.			

<b><u>Work Habits</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>10</b>		
Takes good care of equipment. Completes work assignments in a timely fashion. Is punctual. Separates personal interests from work requirements.			

<b><u>Development of Subordinates</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Encourages professional development of subordinates. Uses delegation to develop subordinate's skills. Delivers complete performance evaluations to subordinates. Assists subordinates in developing on-the-job skills when new equipment or procedures are introduced.			

<b><u>Leadership</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Develops rapport with subordinates. Sets a good example. Promotes team spirit among subordinates. Addresses personnel problems in a timely and tactful manner. Encourages group acceptance of department goals.			

<b><u>Organization and Planning</u></b>	<b>Weight</b>	<b>Comments in Support of rating</b>	<b>Rating</b>
	<b>15</b>		
Prioritizes tasks/assignments. Plans ahead to complete assignments. Sets future goals. Follows through on assignments to ensure they are completed. Communicates plans to others when appropriate. Considers departmental workflow in completion of duties.			

<b>PART I TOTAL RATING</b>		<b>PART II TOTAL RATING</b>	
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**PART I & II TOTAL RATING**

**FINAL RATING**

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Employee's Signature

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Date

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Chief's Signature

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Date